

The New Student

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Mascot

Pert stenographers on their way to lunch business men, and townsfolk who happened to be afoot in Boston stared at an oncoming parade of college students and wondered what it was all about. First came a university band in white, then hundreds of students, some with placards, one marked "Husky the First."

Later, to increase the mystification, came a float with two Siberian Eskimo sled dogs occupying the place of honor. Conveniently near was an Alaskan dog driver, bare headed and togged in an Alaskan fur parka. The truck was escorted by a special "guard of honor", made up of university 'letter men.'

Proceeding to the Northeastern University campus the triumphant procession was met by the president of the Senior Class of the Engineering School and by President Frank P. Spence of the University, who said:

"For a number of years Northeastern has been seeking a mascot . . . over land, sea and through air; it seemed that every suitable beast, fish, bird, had been adopted by some other institution. . . . At last, however, through a sudden inspiration, the Husky was suggested as a fitting candidate. . . ."

Husky is a genuine Siberian Eskimo dog, not a malamute or a mixed breed, the Northeastern students proudly explain.

A Production of Urfaust

Philaletheis is the name of the Vassar Dramatic Association, a thriving extra-curricular organization. During the year it produces three plays, one just before Christmas vacation, one in March and the third in May in the outdoor theatre.

Lights, scenery, costumes and direction of plays given by the Philaletheis Association are entirely managed by students.

Goethe's "Urfaust," a fragmentary version of "Faust" containing its most dramatic scenes is given this year. The play is noteworthy in that it was translated into the English by a Vassar student, Miss Mary Lillie. Grist, the college literary magazine, published the translation last month.

Anti-Evolution Downed

Presentation of an anti-evolution bill before the Minnesota state legislature found the colleges of the state well mobilized and vociferous in opposition. The bill was smothered by a 55 to 9 vote in the senate. A mass meeting of 4,500 University of Minnesota students protested against passage of the bill. Between 7000 and 8000 students signed a petition to that effect. Carleton College students held a similar mass meeting, after which students and professors sent messages to the legislature urging them to vote down the measure. Members of Macalester College faculty disapproved of the bill, although no vote was taken. Hamline College students also sent a resolution to the legislature opposing the bill.

"Bring The Marines Home"

Over a Thousand Columbia Undergraduates Ask for Troop Withdrawal from Nicaragua

OVER fifteen hundred students of Columbia University, Barnard College and associated Graduate Schools, have signed a petition to President Coolidge urging the withdrawal of United States troops from Nicaragua.

The following petition is being circulated about the Columbia campus by a group of students interested in mobilizing student opinion in support of Nicaragua sovereignty. To the President:

"Since the presence of American troops and warships in Nicaragua is the attempt of a strong nation to interfere in the internal affairs of a weaker and has aroused the resentment of all Latin-America against our country, we, the undersigned students of Columbia University, protest against this infringement of the sovereign rights and liberties of Nicaragua by the United States. We urge the withdrawal of American marines from Nicaraguan territory and the fair and amicable settlement of all differences existing between the two countries."

Signatures—

* * *

Returns are not yet in on the polls taken in twelve New England colleges on the subject of American foreign policy. (New Student, March 16).

Pan Pacific Conference Muffles Defenders of China, Student Avers

Discord rather than unity of opinion prevailed in Seattle as a result of the recent Pan Pacific Conference held in that city. Presiding faculty members refused, according to the charges of Mr. Y. Y. Tsang, to permit Chinese students to take issue with one of the speakers. Mr. Tsang is a Fellow in the graduate department of the University of Washington.

One of the principal speakers who was well known to be strongly pro-British, Mr. Tsang declares, made assertions particularly unfair to the existing Chinese Nationalist faction in the Orient, to which the English government is strongly opposed. And whether it was the intention of the Student Conference authorities to favor the British side of the Chinese controversy, or not, still a strongly pro-British view was certainly given to the hearers of the lectures, against which the Chinese student Nationalists were powerless to speak.

Questions—Not Refutation

The reasons given for barring the Chinese students who rose to correct the declared misstatements of the invited speakers, were that the words of the speakers were authoritative, and moreover that because the sessions of the conference in which these speeches appeared

The following appeal, signed by 400 prominent men and women throughout the country, was released to the press in January. Interested students are urged to copy this pledge, secure as many signers to it as possible, and forward it to President Coolidge.

The pledge reads:

For Arbitration, Not Force, with Mexico

"The critical developments between the United States and Mexico threaten to arouse public opinion in both countries until reason and justice yield to armed force.

"We believe that the pending issues which concern property rights and the interpretation of international agreements can and ought to be arbitrated. President Calles has informally suggested that possibility.

"Our treaty with Mexico provides for arbitration. President Roosevelt referred to the Hague Tribunal in an important controversy with Mexico.

"We believe that similar procedure now will be universally applauded."

Petition blanks may be secured from the Committee on Peace with Latin-America, 532 Seventeenth Street, N. W., Washington, D. C.—Ed.

were to be conducted in the manner of the class room, only questions could be in order, and such comments in the form of corrections could not be heard.

"The conference, as announced, was called for the express purpose of learning the facts of the present Oriental situation, especially that of China," declared Mr. Tsang, "which facts were to be arrived at through a series of talks and discussions in which the students themselves were to take an active part."

Free Speech in Little Halls

The sessions in which the Chinese young men were silenced were the most important ones of the conference, which the largest audience attended, and though the students were later granted opportunities to talk before the conference, these times fell in the afternoon sessions for which a different and much smaller hall was used and at which there was a much smaller attendance.

Mr. Tsang quoted a number of alleged misstatements, the following being some of the most outstanding:

"Dr. Hiltner, the pro-British speaker, said that the customs control in China by foreigners was invited by the Chinese Manchu government, and that China could take it back any time she wishes." This, the Chinese students

(Continued on Page 4)

The New Student

Editors, Douglas P. Haskell, Norman Studer, George D. Pratt, Jr.; Business Manager, Beatrice Cohen.

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March 23, 1927

From Liberty, a weekly for Everybody:

Our country! In her intercourse with foreign nations may she always be in the right; but our country, right or wrong.

—Stephen Decatur.

* * *

From Imperialism and World Politics:

Language often obscures truth. When one uses the simple monosyllable "France" one thinks of France as a unit, an entity. When to avoid awkward repetition we use a personal pronoun in referring to a country—when for example we say "France sent her troops to conquer Tunis"—we impute not only unity but personality to the country. The very words conceal the facts and make international relations a glamorous drama in which personalized nations are the actors, and all too easily we forget the flesh-and-blood men and women who are the true actors. How different it would be if we had no such word as "France", and had to say instead—thirty-eight million men, women and children of very diversified interests and beliefs, inhabiting 218,000 square miles of territory! Then we should more accurately describe the Tunis expedition in some such way as this: "A few of these thirty-eight million persons sent thirty thousand others to conquer Tunis." This way of putting the fact immediately suggests a question, or rather a series of questions. Who were the "few"? Why did they send thirty thousand to Tunis? And why did these obey?—Parker Thomas Moon.

Sign the Petition

WE can imagine no better job for New Student readers who are opposed to senseless war than to follow the lead of the Columbia University students who circulated a petition urging the withdrawal of our unofficially conquering army in Nicaragua. Or better yet, we strongly advise them to clip out and get signers for the pledge on page one urging arbitration of our oleaginous dispute with Mexico. Now that the congressmen have gone home Mr. Coolidge and Mr. Kellogg have a free hand in the conduct of foreign affairs, and that, to a close student of current events, is a situation most awful to behold.

The innocent bystander wonders why all the fuss about Mr. Doheny's and Mr. Mellon's oil holdings in Mexico. Is there no international tribunal that can be trusted with this private quarrel which, we reiterate, is Mexico vs. Doheny et al.? Force should not be called in to decide the matter.

Doheny and the United States differed over the Elk Hill oil leases; the matter was taken to the Supreme Court, which, by the way, decided they were leased "by means of collusion and corrupt conspiracy." What if the

common international method of settling disputes had been observed? The R. O. T. C. forces in California colleges would have to be massed on the eastern border of the State to repel American invasion. Federal troops would be moving westward for a strategic attack on Hollywood. The Associated Press would be hinting at a dastardly plot of the Bolsheviks to establish a hegemony over California and the entire area from San Diego to Manila Bay.

But since the dispute is between a few wealthy property owners of the United States and the Government of Mexico no one pointed out the absurdity of the situation, when, on March 7, the War Department solemnly gave out its plans for a huge military demonstration on the Mexican border, to take place in May. Infantry and artillery will take part, it is announced, and a hundred scout and bombing planes are to be concentrated in the vicinity of San Antonio.

ONE thing is needful before the citizens of 47 states can be induced to march to annihilate the citizens of California. Periodicals must say of California, as some now say of Mexico: "Conquest of California is our Destiny," "California must change her Constitution." There must be an attempt to show how dastardly and bolshevistic Californians are. Innuendos must be thrown out with every press dispatch from that benighted state. Riots and murders in California must be front page stuff. Mr. Will Hays of Hollywood must be pictured giving out "Hands Off California" pamphlets in Harvard. And on all occasions it is necessary to "Cum the Bolsheviks on 'em strong" as Artemus Ward might say.

THE process of coming the Bolsheviks strong on Mexico has gone on for some time. Mr. Paul Y. Anderson's disclosure of how the State Department persuaded the Associated Press to hint of a Bolshevik hegemony over Central America is ancient history. Mr. Kellogg's famous dud, the "disclosure" of Bolshevik influences in Mexico and Central America, is also too well known for comment.

In recent weeks there are indications that this gossip game is still going on. When

(Continued on page 3)

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WINDMILL

A class at George Washington University recently waited fifteen minutes for an instructor and then dispersed. The next day the instructor claimed to have been in the class because he had left his hat on the desk. On the following day upon entering the classroom he was greeted with rows of chairs occupied only by hats, but not one student. Our informant does not state whether or not the instructor left his hat and went home.

The Versatile University Prexy

From the Ohio State Lantern:

President George W. Rightmire, presiding over the last session of the University traffic court to be held this quarter, sentenced one student violator of campus traffic rules and dismissed 13 others with warnings.

Pity the English Instructor

Mr. H. L. Mencken, whom someone aptly called a connoisseur of human ignorance would enjoy the Log Book kept by the English Department at the University of North Carolina. In that amusing journal is kept a record of the outstanding boners committed by freshmen and others.

Here it is recorded by one freshman that David Copperfield's novels are infinitely superior to anything Dickens ever wrote. Another first yearling recalled having read Hawthorne's House of Seven Gabriels.

Gems are culled from compositions. A freshman describing a singer said "She had a charming voice of melodious noise."

Lincoln's mind, another essayist reminds us, "grew as his country kneaded it."

"I pulled through a disease," another recalls, "which was a victim of my sister." She was a microbe hunter, we presume.

In public speaking class an embryo Patrick Henry exclaimed "Mr. Speaker, I smell a rat in my opponent's remarks, but I suppose to kill him while it's young."

Pity the poor English instructor!

The Faculty Edits

Besppectacled men with bulgy brief cases marched across the front page of the Smith College Weekly. At the top of the page black letters announced a "Faculty Number". News stories and editorials were written by faculty members. Even the column "Sauve Qui Peut" was usurped by a faculty member whose printed "diary" contained choice morsels, such as these:

Monday

Two visiting alumnae in class this morning, so I put What I Believe back into my brief case and quoted instead from the Gettysburg address and Christopher Morley. That will save the President two letters anyway.

Wednesday

Faculty meeting this afternoon. We spent half an hour listening to the minutes of the last meeting and an hour and a half discussing the giving out of semester grades. The point at issue seemed to be: would you rather be disagreeable to a student yourself or have the Registrar do it for you?

On the authority of The Tulsa Collegian we are asked to believe it is an established fact that a man with a university education and a dime can get a cup of coffee anywhere.

EDITORIAL

Sign The Petition

(Continued from Page 2)

Ambassador Tellez was mysteriously recalled to Mexico City the press dispatches fairly bubbled over with an "I could tell a lot more, but I won't," expression.

* * *

Just now a hundred signatures to a petition are worth hours of round table discussion and one reminder to official Washington that the anti-Mexico tosh is not being appreciated by the newspaper reading public is worth a dozen resolutions of regret after the mischief is done. There is little doubt but that a "few" are willing to chance war to intimidate Mexico; the business of converting the one hundred and ten millions to that course seems to be on. Petitions from college students will go a long way toward preventing this consummation.

EVERYWHERE, we are finding Mexican plots just as German plots once bloomed. Mr. Lawrence Dennis, Counsel to Nicaragua, charges Mr. Kellogg with sending a dispatch at the time of the last Nicaraguan election, urging that he work for the election of Diaz, puppet of the interventionists. Mr. Kellogg hotly denies; and "a state department official" charges that the diplomatic mail pouch was opened "possibly in Mexico," and the forged dispatch inserted.

* * *

ABROAD

Russian Tours Announced

Preliminary announcements have been made of the summer tours to Russia under the auspices of the National Student Federation of America. Four groups of twelve students each with a leader and, in Russia, accompanied by a guide and interpreter, will tour the socialist state, making prearranged contacts with professors, students, government officials and people from all walks of Russian life. The Open Road, Inc., 2 West 46th Street, New York City is arranging the technical organization work.

As the arrangements now stand the groups will sail from New York on June 25th and arrive at Leningrad (via London) on about the 7th of July.

Four itineraries have been suggested. All four tours include two weeks in Leningrad and Moscow. The first tour then proceeds to Ukraine, through Minsk, to Poland. The second will visit Southern Russia—Tiflis, the Volga region and the Georgian Republic. The third will visit Crimea. The fourth will visit the region of the Urals.

All phases of Russian life will be scrutinized on the tours, the prospectus promises. At Moscow, for instance, there will be opportunity for the "individual to indulge his special curiosity in some particular aspect of the many-sided life of the feverish Soviet capital. In small groups the Americans will wander through the art galleries and museums soaking up the Russian spirit from the works of the foremost Russian masters. Some will visit the Revolutionary Museum and realize for the first time how the underground revolutionaries gnawed at the heart of a corrupt regime for two hundred and fifty years before the dictatorship of the proletariat became

a fact. Others will visit the neighboring factories to question workers and factory committees in an attempt to find out how the Bolshevik wheels go around. . ."

Other angles of Russian social life will be viewed as, for instance, in the tour which includes the "Russian-American farms on the edge of the North Caucasus where the American methods are being applied to Soviet farm problems. Here they will meet a number of agricultural students from various parts of Russia studying the new methods. . ."

"From Baku across the Caspian to Astrakhan, centre of the caviar industry. The diversions en route will be lengthy discussions with groups of teachers, professors and students, as well as the crew and peasants on board, and excursions to the bazaars of small towns at which the steamer touches. From Astrakhan the journey will continue up the Volga with its heterogeneous traffic and the characters of Maxim Gorky peopling its banks. . ."

Provisional prices for these tours is set by The Open Road at from \$850 to \$900. The total time spent in Russia will be 7 weeks—in Europe 2 weeks.

For those who believe with Bertrand Russell that the world will be saved through a marriage of East and West the newly published *Oriental* magazine will be of especial interest. Edited by Hari G. Govil, a young Indian, this magazine endeavors to explain the Orient and Occident to one another. A list of the articles in Number 1 illustrates the nature of the publication: "To the Youth of Humanity" by Romain Rolland; "To Romain Rolland" by Rabindranath Tagore; "The Ideals of the East" by Okakura Kakigyo; "The Awakening of Asia" by H. M. Hyndeman; "The Art of the East and the West" by Lawrence Binyon and "Culture and Civilization" by Count Herman Keyserling. The magazine will appear bi-monthly. Its address is 154 Nassau Street, New York City.

MISCELLANY

Classroom Incident

Arbitration is the best solution for dissatisfaction with college courses, a class in the History of Italian Painting at Rutgers discovered.

At the end of five months' study the class, all of which are upperclassmen, decided that the benefits of the course were not commensurate with the work involved. When the instructor announced a quiz for Wednesday, a short time ago, the students met on Tuesday and adopted a resolution calling for certain improvements in the course.

On the following day they presented their complaint. The hour was devoted to a discussion of the course. On the following Friday another hour's discussion was held. Finally after several proposals were turned down by the class as inadequate, the matter was adjusted to the satisfaction of everyone. The members of the class, announces *The Tar-gum*, then expressed their satisfaction not only with the solution to the difficulty, but also with Mr. Laity's attitude in meeting them half way. The co-operation of Dean Fraser Metzger and Dean Walter T. Marvin was also commended by the students.

LETTER BOX

An Incentive To Suicide

Sirs: In this heyday of patent nostrums and "shotgun" cures it is comforting to find a sure-fire remedy for our present slight epidemic of suicides.

The National Save-a-Life League of New York, has given the secret away. Recently, in *The World* it has offered the following fourteen points against suicide. If the soul-sick victim cannot get a hearty, life-saving laugh out of this prescription, he can at least be sure that suicide is the only possible solution. Naturally, there is danger on the other hand that more sensitive persons may be led direct to self destruction through sheer despair engendered by this remedy, but we feel that the chances are more in favor of complete recovery, or even involuntary death through over indulgence in mirth.

Here are seven of the fourteen points one is asked to read through before killing one's self:

Because if you should commit suicide you would be doing the most sinful thing possible. You would hurl yourself before the bar of God unprepared.

Because death only shifts the scene of action. You would carry your wretchedness with you as in passing from one room to another.

Because the Bible says "Thou shalt not kill," and again "They who do such things shall not inherit the kingdom of God." You would be a murderer.

Because you would be like a soldier who deserted his post of duty. You must wait till you are honorably discharged. That is God's business, not yours.

Because you should not be so cruel as to cause your friends such untold sorrow and humiliation. Your one great duty is to seek God's forgiveness and give Him your life.

Because your life in this world is regarded as a sacred trust, and you will be held accountable as to the way you keep that trust.

Because you should not set such a terrible example before the world for fear others might do the same, and you would be held responsible.

We have a strong suspicion that vapid meaninglessness of this sort has, in many recent cases, accelerated and completed that final picture of a gaseous world, utterly bottomless, without living significance.—George Pratt, Jr.

AGENTS—THE NEW STUDENT

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Research That Misses Fire

By T. LIVINGSTON SCHOLTZ

THIS is as exhaustive a bit of digging and delving into 18th Century Americana as one will find in a long day's travel.* Dr. Hansen has apparently investigated absolutely all the educational plans which the forefathers devised to go along with their new and shiny Constitution, and he quotes samples from most of them. It would be untrue as well as unkind to suggest that the product of this mountainous labor is something of a mouse in respect to its educational value, and yet the first impression the book makes on at least one reader is of a work singularly devoid of those qualities which would make anyone not under compulsion read beyond the first chapter.

Dry Paraphrase

In part the reasons for this unhappy state of affairs are indigenous to the type of compilation which Dr. Hansen has undertaken. "The present volume," he says in his preface, "is intended to be both an exposition of sources and a source book." In view of the fact, as he further points out, that the sources are widely scattered and difficult of access, consisting of letters, marginal notes on MSS. etc. some convenient compendium of them must, obviously, be advantageous. At the same time, insofar as such a compendium is purely a source book it can not very well be more inspired than the sources it collects. One can not, therefore, censure Dr. Hansen for failing to do something that it was no part of his intention to do. But the volume is also to be, he alleges, "an exposition of sources." "Paraphrase" would have been, perhaps, a more accurate word, and therein lies the ungrasped opportunity which distresses this reviewer.

"Curiosities"

The relation, or lack of it, between our political theories and our educational system is a field wherein such excellent commentary might conceivably be produced, but the doctrine of natural liberty with which Americans were so actively concerned in the period of the Revolution, when taken in isolation from the general line of development of the theory of natural law, reads like a page out of some forgotten tome of homiletics. Dr. Hansen to the contrary notwithstanding, Godwin, Tom Paine, and even the great Rousseau himself are a little like the Victorian red plush photograph album—curiosities, important as symbols of a tendency, but not a little wearying when taken by themselves.

The fact is that the political theories on which the United States were founded were ever so slightly out of date when the action began. The American colonists had followed a line of political thinking which was new in Europe when they came to this continent, but which was something of a back-water by 1800. The main current of practical European political thought had gone another way, and the great contribution of Rousseau lay not in the fact that The Social Contract was the

"bible" on Robespierre's table during the Terror, where it was probably as infrequently consulted as such bibles generally are. When the real political thought of Rousseau appeared in Europe it was at the hands of that accomplished weltpolitiker Georg Wilhelm Friedrich Hegel, who had discovered in it the wherewithal to set Western Europe shaking in its boots, and the system he found turned out to bear a more striking resemblance to that of Plato than to that of Thomas Jefferson.

Presumably none of this is news to Dr. Hansen, but it is precisely the absence of any mention of it that makes his account of the Liberalism of the 18th Century seem so hollow. The writings he has unearthed can not be taken at their face value without seeming strangely isolated and unimportant. Since his "exposition" of his sources makes no mention of these relationships, the sources are left with an appearance of a strangely incredible and tenuous quality. One wonders why anybody should bother to find out what Noah Webster, for example, regarded as a proper educational system for the infant Republic.

This wonderment is not dispelled by the Introduction by Dr. E. H. Reisner. His closing sentence runs; "As we read this record of eighteenth century thought regarding what men are and how they should live together and what forms of education would serve to hasten the day of a rational and cooperative society, we may discover a renewed faith in the power of education and in the future of mankind." Dr. Reisner, of course, speaks for himself. This reviewer can only confess that the discovery Dr. Reisner mentions pretty completely eluded him.

The book has an unusually ample bibliography and index.

Bibliographies on China and Mexico

Here are a few books that will enable students to get behind the headlines for an inkling of the economic and social forces at work in China and Latin America.—Ed.

China Yearbook, 1926. (Indispensable fact-summary).

Dolsen, J. H.—The Awakening of China. The Daily Worker Publishing Co. Full of Communist exaggeration but sees the essential story better than most white scholars.

Willoughby, W. W.—Foreign Rights and Interests in China. Johns Hopkins University Press. The full basis of the whole story.

Wang, Tsi C.—The Youth Movement in China. New Republic Press. To be reviewed later in The New Student.

King, F. H.—Farmers for Forty Centuries. Harcourt, Brace & Co. The agrarian influence is even more significant in the present Chinese situation than the industrial.

Russell, Bertrand—Problems of China. Century Co.

Giles—Civilization of China. Home University Library. A profound background book, and brief.

Morley, Felix—Our Far Eastern Assignment. Doubleday, Page & Co. Journalistic, and recent.

Gannett, Lewis—Young China. The Nation, Inc. Vivid, up-to-the-minute material on China by one who very recently completed a first-hand study of the situation.

Oil, Imperialism and Social Revolt in Mexico

Moon, Parker Thomas—Imperialism and World Politics. Macmillan Co. To be reviewed in The New Student. Nearing, Scott & Freeman, Joseph—Dollar Diplomacy. Viking Press.

Barnes, Harry Elmer—The Genesis of the Great War. N. Y.: Knopf. 1926.

Blakeslee, G. H.—Mexico and the Caribbean. N. Y.: Stechert and Co. 1920.

Culbertson, W. S. International Economic Policies. N. Y.: Appleton. 1925.

Cooke, S. R., and Davenport, E. H.—The Oil Trusts and Anglo-American Relations. London: Macmillan. 1923.

Delaise, Francis. Oil: Its Influence on Politics. London: Labor Publishing Co. 1922.

Earle, Edward Mead. Turkey, the Great Powers and the Bagdad Railroad. N. Y.: Macmillan. 1923.

Elias, Arturo M. The Mexican People and the Church. N. Y.: Author, 225 W. 34th St., N. Y. C. 1926. Pamphlet.

Fischer, Louis. Oil Imperialism. N. Y.: International Publishers. 1926.

Foreign Policy Association. The Mexican Land and Oil Law Issue. Information Service. Dec. 22, 1926. N. Y.: Foreign Policy Assn., 18 E. 41st St., N. Y. C.

Inman, S. G. Problems of Pan-Americanism. N. Y.: Doran. 1921.

Johnson, W. F. Four Centuries of the Panama Canal. N. Y.: Holt. 1907.

McBride, G. M. The Land Systems of Mexico. N. Y.: American Geographical Society. 1923.

Phipps, H. Some Aspects of the Agrarian Questions in Mexico. Univ. of Texas. 1925.

Plebs League. An Outline of American Imperialism. London: Plebs League. 1922.

Ross, E. A. The Social Revolution in Mexico. N. Y.: Century. 1923.

Shipman, Margaret. The Mexican Revolution of 1857 and 1910. Lee, Mass.: Author. 1926. (48pp. 10 cents.)

Stuart, G. H. Latin America and the United States. N. Y.: Century. 1922.

Conference Muffles Chinese Defenders, Student Charges

(Continued from Page 1)

say is not true, for the customs control is one of the things which China has long been denied and has never yet succeeded in regaining.

The same speaker also said that the Chinese factories were run under worse conditions than foreign factories, which statement the Oriental students quote authorities to refute.

Dr. Gowan, University educator, also made alleged inaccurate statements which the Orientals at the time were powerless to correct. He declared that the present Chinese movement is an anti-foreign movement, giving his hearers the impression that it was for the principal purpose of harassing and driving out foreign residents. The Chinese young men deny that this is the true situation.

*Liberalism And American Education In the 18th Century, by Allen Oscar Hansen. New York. The Macmillan Co. 1926.